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DOES IT PAY?



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PREFACE

Does It Pay seeks to analyze the money value of education, with special reference to the situation in South Carolina. It is issued by the South Carolina Council of Defense as part of the Council's program of State improvement and after-the-war readjustment. Although published under the auspices of the State Council, the writer alone is responsible for the views expressed, especially on taxation.

The first twenty pages, dealing with National Wealth and Power Determined by Education, Education and a Career, The Value of High Scholarship, and Education and Income, are with many changes adapted from Bulletin Number 22, 1917, of the Bureau of Education, entitled The Money Value of an Education, by A. Caswell Ellis, of the University of Texas. Permission to use this material was kindly granted by Commisisoner P. P. Claxton and Professor Ellis.

The last thirteen pages, dealing with South Carolina's Scale: Sixty-six and Two-thirds Per Cent., The Appropriation Bill for Five Years, and The Stone Wall, embody the writer's individual views. The facts and figures used are from the latest and most reliable available sources, including the United States Census of 1910, the publications of the Commissioner of Education and of Superintendent Swearingen's office, the publications of the Comptroller General, the South Carolina Tax Commission, the South Carolina Department of Agriculture, and United States Department of Commerce, and personal correspondence with Mr. H. R. Bonner, Statistician of the Bureau of Education.

Every effort has been made to give an accurate and unbiased presentation of facts.

REED SMITH.

Columbia, S. C., December 1, 1918.

FOREWORD.

This pamphlet is published by authority of the State Council of Defense of South Carolina with the hope that it may be the means of awakening the conscience of some of our people who do not now appreciate the importance of universal education.

Comparatively little progress was made with prohibition until its protagonists begun stressing the economic losses to our country from the consumption of liquor.

The moral and social losses from ignorance, just as from liquor, should be evident to all and should afford ample ground for universal education. Unfortunately, however, many of our intelligent people have either not appreciated that these losses were occurring or failed to realize their appalling extent.

Such a presentation of the subject as is made by Dr. Smith, however, should convince the reader not only that ignorance is the most destructive factor to the moral and social fabric of our Commonwealth, but that our State can no longer afford to stand the burden of the tremendous financial losses imposed by the presence of a large illiterate and semi-illiterate population.

I hope that every South Carolinian who is interested either in the social, moral or economic advancement of our people will read this pamphlet and will use every ounce of his influence to remove the stigma of being next to the lowest of all of the States in illiteracy.

D. R. COKER,
Chairman.

EUROPE'S MESSAGE TO AMERICA.

England, through Mr. Balfour of the English High Commission, recently went on record, "that the greatest error on the part of England and France was that they allowed students of their institutions for higher education to volunteer in such large numbers at the opening of the war." Thus in six months a tragically large proportion of those youths who had been destined to provide the best brains of Europe two decades later, lay under white crosses in Northern France.

Not long since, this eloquent message came to us from France: "Do not let the needs of the hour, however demanding, or its burdens, however heavy, or its perils, however threatening, or its sorrows, however heart-breaking, make you unmindful of the defense of tomorrow, of those disciplines through which the individual may have freedom, through which an efficient Democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a safe but a happy place for them."

As phrased by the United States Bureau of Education: "Europe's lesson to the United States as a result of the war is TO KEEP THE SCHOOLS GOING; to make education during and after the war better and more effective than it has ever been. There are before us now just two matters of supreme importance: To win the war for freedom, democracy and peace, and to fit our schools and our children for life and citizenship in the new era which the war is bringing in."

The war has been won.

Remains education.

NATIONAL WEALTH AND POWER DETERMINED BY EDUCATION.

The richest and most powerful nations are those with the best school systems, and they have not established good school systems because they are rich and powerful, but they are rich and powerful because they have established good school systems. It is commonly agreed that Germany's high degree of efficiency was due to her elaborate and expensive educational system. As Dr. E. S. Joynes, of the University of South Carolina, once remarked of Germany: "You can't give a people a good education for long without making them able to do everything well."

Similarly, the relation of Japan's school system to her remarkable recent development and her success over Russia in the Russo-Japanese War ten years ago is universally admitted. In Japan ninety-seven out of one hundred inhabitants above the infancy age can read and write. On the other hand, Russian leaders themselves admit that the costly failures of Russia were due to the ignorance of her brave but untaught army and to the education of the Japanese. Again, the recent collapse of Russia under the insidious spread of German propaganda and Bolshivism, is due to the illiteracy and ignorance prevailing among the great bulk of the Russian population. Russia suffers much because she knows little.

The remarkable differences in these countries cannot be attributed to racial or climatic conditions, for in like manner in the United States, England, France, Denmark, Scotland and Switzerland, wherever, in fact, there is adequate provision for education, there are found successful governments, great industrial efficiency, and large national wealth.

The case of Scotland is typical. The far-reaching effect of the enactment of the law in Scotland that every parish in the realm should have a school is well summed up by Macaulay in these words: "Before one generation had passed away, it began to be evident that the common people of Scotland were superior in intelligence to the common people of any other country in Europe. To whatever land the Scotchman might wander, to whatever calling he might betake himself, in America or in India, in trade or in war, the advantage

which he derived from his early training raised him above his competitors. If he was taken into a warehouse as a porter, he soon became foreman. If he enlisted in the army, he soon became a sergeant. Scotland, meanwhile, in spite of the barrenness of her soil and severity of her climate, made such progress in agriculture, in manufactures, in commerce, in letters, in science, in all that constitutes civilization, as the old world had never seen equalled, and as even the new world has scarcely seen surpassed."

On the other hand, in Spain, Russia, Turkey, Mexico and many South American countries there is the same story of poverty, revolution, and misery, regardless of race, climate or abundance of natural resources.

Definite indications of the close causal connection between education and wealth are found in Mulhall's *Industries and Wealth of Nations*.

1. ANNUAL EARNING CAPACITY PER INHABITANT.

<i>Nations with efficient educational systems.</i>	<i>Nations with inadequate educational systems.</i>
England .....\$180	Spain \$80
France 155	Greece 65
Germany 125	Russia 50

2. TOTAL WEALTH PER INHABITANT.

<i>Nations with efficient educational systems.</i>	<i>Nations with inadequate educational systems.</i>
England .....\$1,510	Spain .....\$675
France 1,160	Greece 505
Germany 780	Russia 305

Even in the United States, the earning capacity of the citizens of the different States is in direct proportion to the efficiency of their school systems. If the forty-eight States are arranged first, in the ascending order of individual earning capacity and second, in the ascending order of the efficiency of the school systems, the two lists would be found to coincide with startling exactness.

Consider, for example, the comparison between Massachusetts, South Carolina, and the United States as a whole in this double respect of wealth and school efficiency.

By taking the sum of the combined products of farms, factories, mines, and quarries, as given for each State in the report of the Census Bureau, and dividing by the population of the State, a very rough approximation of the average earning powers of the inhabitants may be secured.

When this is done, it shows a productive capacity in 1910 for Massachusetts of \$466 per year; for the United States as a whole, of \$332; and for South Carolina, of \$171.

Now the average schooling given in 1910 to the citizens of Massachusetts was 7.4 years; that of the United States as a whole, 5.23 years; while that of South Carolina was only 3.18 years.

In 1910 Massachusetts spent \$16,013,000 for school purposes, or \$36.08 per pupil in average daily attendance. The United States in 1910 spent \$356,272,000 for education, or \$27.85 per pupil in average daily attendance. During the same year South Carolina spent \$1,687,000 for school purposes, or \$6.93 per pupil in average daily attendance.

Of course, other factors than education enter into these results; but education is undoubtedly the leading factor. The matter has been convincingly put in these words:

"It would, of course, be very unfair to attribute all this difference in productive capacity to differences in the educational systems of the several States. The large capital on hand, the great trading centers and the numerous factories already established in Massachusetts give that State an advantage. Furthermore, the effect of climate, and many other factors must be considered before the exact share played by education could be determined. In this and in all other comparative studies of peoples, it must be recognized that absolutely accurate estimates of the part played by education in economic development are not possible. Yet the unbiased observer must recognize that education is a controlling factor when he sees that among all varieties of races, and accompanied by all kinds and conditions of climate, natural resources, geographical location, economic and social environment, in every case educated people produce much and amass wealth, while uneducated people under the same conditions produce little and save less."*

*"The Money Value of Education," Bureau of Education Bulletin Number 22, 1917, p. 8.

EDUCATION INCREASES PRODUCTIVE POWER.

**MASSACHUSETTS GAVE HER CITIZENS
7.4 YEARS' SCHOOLING.**

**THE UNITED STATES GAVE HER CITIZENS
5.23 YEARS' SCHOOLING.**

**SOUTH CAROLINA GAVE HER CITIZENS 3.18
YEARS' SCHOOLING.**

**MASSACHUSETTS CITIZENS PRODUCED
PER CAPITA \$466 PER YEAR.**

**CITIZENS OF THE UNITED STATES PRO-
DUCED PER CAPITA \$332 PER YEAR.**

**SOUTH CAROLINA CITIZENS PRODUCED
PER CAPITA \$171 PER YEAR.**

IT PAYS THE STATE TO EDUCATE

FIGURE 1.

The figures in this chart are for 1910, and are adapted from page 6, "The Money Value of Education."

SCHOOLS A PAYING INVESTMENT FOR THE STATE

MASSACHUSETTS SPENT \$16,013,000
OR \$36⁹⁸ PER PUPIL, ON EDUCATION.

SOUTH CAROLINA SPENT \$1,687,000, OR \$6²³
PER PUPIL, ON EDUCATION DURING
THE SAME YEAR.

THAT YEAR MASSACHUSETTS CITIZENS
PRODUCED ON THE AVERAGE \$295 EACH
MORE THAN DID SOUTH CAROLINA CITIZENS
OR A TOTAL OF \$993,092,720.
MORE THAN SOUTH CAROLINA.

IF MASSACHUSETTS GIVES 14½ MILLION
DOLLARS MORE TO SCHOOLS AND HER
BETTER EDUCATED CITIZENS PRODUCE
993 MILLION DOLLARS MORE PER YEAR,
HOW MUCH PROFIT DOES THAT STATE MAKE
ON HER INVESTMENT IN EDUCATION?

**EDUCATION IS NOT A CHARITY
BUT
THE BEST PAYING INVESTMENT**

FIGURE 2.

The figures in this chart are for 1910, and are adapted
from page 9, "The Money Value of Education."

The advantage to each of the education of all is admirably brought out in the following paragraph from Mr. Clarence Poe:

"You prosper just in proportion to the prosperity of the average man with whom you are brought into business contact. If the masses of the people are poor and ignorant, every individual, every interest, every industry in the community will feel and register the pulling-down power of their backwardness as inevitably as the thermometer records the temperature of the air. The merchant will have poorer trade, the doctor and lawyer smaller fees, the railroad diminished traffic, the banks smaller deposits, the preacher and teacher smaller salaries, and so on. Every man who through ignorance, lack of training, or by reason of any other hindering cause, is producing or earning only half as much as he ought, by his inefficiency is making everybody else in the community poorer."*

*"Asia's Greatest Lesson for the South," Clarence H. Poe, pp. 3-4.

EDUCATION AND A CAREER.

Many careful investigations into the relation between education and individual success have been made. The lesson they teach is plain and unmistakable, more striking, in fact, than that already drawn from national education and national wealth.

Two of the most familiar of these investigations are those made concerning *Who's Who in America*. *Who's Who in America* is our great national encyclopædia of success. It contains the names of those who have attained national prominence in all lines of human endeavor, in industry, in commerce, in agriculture, in politics, and in other fields of practical endeavor as well as in the professions. On the average, about one person to every 6,000 of our population wins a place on the list.

Who's Who in America for the years 1899 and 1900 contains 8,000 names. The investigation for those years was made by Chancellor W. W. Smith, of the Randolph-Macon system. His study brought out the following facts: Out of the nearly five million uneducated men and women in America, only thirty-one have been sufficiently successful in any kind of work to obtain a place among the 8,000 leaders catalogued in this work. Out of thirty-three million people with as much as a common school education, 808 were able to win a place in the list; while out of only two million with high school training, 1,245 have manifested marked efficiency; and out of one million with college or university training, 5,768 have merited this distinction. That is to say, only one child in one hundred and fifty thousand has been able in America, without education, to become a notable factor in the progress of his State, while the children with common school education have, in proportion to numbers, accomplished this four times as often, those with high school education 87 times as often, and those with college training 800 times as often.

To put the case differently, the average citizen with a high school education had more than 20 times as good a chance to attain distinguished prominence as one who stopped with the elementary school, and he who went to college or university had over nine times

DISTINGUISHED MEN OF AMERICA AND THEIR EDUCATION

**WITH NO SCHOOLING
OF 5 MILLION, ONLY 31 ATTAINED DISTINCTION**

**WITH ELEMENTARY SCHOOLING
OF 33 MILLION, 808 ATTAINED DISTINCTION**

**WITH HIGH SCHOOL EDUCATION
OF 2 MILLION, 1245 ATTAINED DISTINCTION**

**WITH COLLEGE EDUCATION
OF 1 MILLION, 5768 ATTAINED DISTINCTION**

**THE CHILD WITH NO SCHOOLING HAS ONE
CHANCE IN 150,000 OF PERFORMING DIS-
TINGUISHED SERVICE; WITH ELEMENTARY
EDUCATION, HE HAS FOUR TIMES THE CHANCE;
WITH HIGH-SCHOOL EDUCATION, 87 TIMES THE
CHANCE; WITH COLLEGE EDUCATION, 800 TIMES
THE CHANCE.**

WHAT IS YOUR CHILD'S CHANCE?

FIGURE 3.

Copied from page 16, "The Money Value of Education."

the chance of the high school man, or more than 200 times the chance of those trained in the elementary school, and 800 times the chance of those who had no regular school training at all.

Another study of *Who's Who in America* was made in 1912 by the International Y. M. C. A., of New York City. In the twelve years elapsing since the previous investigation, the 8,000 famous names had grown to 17,000. The results of the two investigations, however, are the same, the proportions remaining almost identical. Among the 17,000 names investigated in 1912 by the Y. M. C. A., the totally uneducated furnished no prominent men; the common school trained furnished one in 9,000; the high school trained one in 400; the college or university trained one in 40.

To rephrase these results in the terms of the earlier study, a high school education gives one 25 times as good a chance as a common school education; and a college or university education gives 10 times as good a chance as a high school training and 250 times as good a chance as a common school training.

Another study similar to the foregoing was made by Dr. Charles Thwing in 1908 concerning the 15,142 eminent men mentioned in *Appleton's Encyclopædia of American Biography*. It serves only to emphasize the conclusions of the *Who's Who* studies.

"Of the 100 wealthiest men in the United States he found that in proportion to the total number in America possessing a college education there were 277 times as many college-bred men who had amassed great wealth as there were of noncollege-bred men. In proportion to their numbers in the population, the college men have become members of the National House of Representatives 352 times as often as the noncollege-bred men; members of the Senate 530 times as often; President 1,392 times as often; Justices of the Supreme Court 2,027 times as often. Of the more than 10,000 prominent and successful men in all lines mentioned who were still living, 58 per cent. were college graduates and 75 per cent. had had some college training, and it must be remembered that only about one per cent. of the population ever graduate from college. On the whole, the college-bred man had attained enough eminence to be mentioned in such a cyclopædia 870 times as often in proportion to his numbers as the noncollege-bred man."

"Following quite a different method, Mr. H. E. Kratz made an investigation of the part being played by college-bred men in the

recent development of one of the Western States. Mr. Kratz asked men in 15 leading South Dakota cities to name the five leading men in their cities in seven different lines, viz., law, medicine, teaching, the ministry, banking, journalism, merchandising, and manufacturing. Of the 533 men whose names were sent in as leaders in these cities in the several lines, 293, or 50 per cent., proved to have had as much as two years of college training."

THE VALUE OF HIGH SCHOLARSHIP.

These studies practically prove that one's chances of success and prominence in after life are in direct proportion to his education. The difference between the average college-bred man and the star student is equally astonishing, in spite of the widespread belief that high marks in school and college do not count for much, and that a mere passing grade is all that is necessary. While it takes 40 men who have attended college, and probably about 20 average graduates, to produce one eminent citizen, the elaborate researches of Dr. Van Dyke, of Princeton, in 1911, covering the graduates of Harvard, Yale, Princeton, Amherst, and Brown during the past 15 to 20 years, reveal the following:

Among 7,979 seniors, having all the advantages of modern college training, representing 85 graduating classes in these institutions, 384 (5 per cent.) were differentiated from the rest solely by their very high grades in undergraduate work. While this group of 384 were still below middle age, and 79 of them too young to have had a fair chance to win distinction in life, 131 (one in every 2 2-3) had already gained a place in the *Who's Who* list of distinguished men which contains only 1-55 of one per cent. of the total population. Omitting the 79, *one-half of the remainder were already on the Who's Who list in 1911.*

The more recent investigation* of William Trufant Foster points to the same conclusion. In connection with the 420 living graduates of the Wesleyan University classes from 1890-1899, of the men in that group who graduated with highest honors, 60% are now regarded as distinguished either by *Who's Who* or by the judgment of their classmates; of those that won no superior honors in scholarship only 11% are so regarded.†

Again, from a wider study of the records of 1,667 graduates of Wesleyan University, Professor Nicholson concludes that of the highest honor graduates (the two or three leading scholars of each class) one out of two will become distinguished; of the Phi Beta Kappa—the scholarship honor society—men, one out of three; of

*"Should Students Study," Harper's Magazine, September, 1916, pages 609-618.

†Page 616.

the rest, one out of ten.* A still more extended investigation shows that of the 13,705 living alumni of two of the larger New England colleges, 5.4% of those who graduated in the first tenth of their classes are included in *Who's Who*, and only 1.8% of those who graduated in the fourth tenth.†

Similar testimony comes from England in the shape of a careful study of the careers of Oxford University graduates in law and in clergy. In connection with Oxford graduates it is shown that

<i>Of men graduating with</i>	<i>there attained distinction</i>	
	<i>in Law</i>	<i>in Clergy</i>
First Class Honors	46%	68%
Second Class Honors	33%	37%
Third Class Honors	22%	32%
Fourth Class Honors	20%	29%
Pass Degree	16%	21%
No Degree	15%	9%

These and many other similar impartial investigations prove:

1. That the half-educated have little or no chance to reach distinction in this age of specialization and fierce mental competition.
2. That a college education is the shortest road to honor and preferment.
3. That graduation with high scholastic honors from a modern college of high rank is the nearest thing in life to a guarantee of future prominence.

We must be on guard, however, against attributing to education alone the overwhelming advantage in life possessed by the educated over the uneducated. Not the most ardent advocate of education would wish to claim that education by itself is either a guarantee or an essential of success. Allowance must be made in two directions: First, many educated people fail, though they fail in spite of their education, not on account of it. And, on the other hand, some uneducated—or should we not say, unschooled, self-educated?—people succeed brilliantly, though they succeed not because they lack school training, but in spite of it. Second, not all the success of the educated is due to their education. Other factors enter. The children who go through high school into college are a select lot to begin

*Page 616.

†Page 616.

with. Their parents are, as a rule, either well-to-do or more farseeing and ambitious than the average, able to give their children a fair chance in life apart from the schools. The children themselves are apt to be well endowed both physically and mentally, and to possess more than the average amount of ability and perseverance to enable them to compass the school work and graduate. This is especially true in the case of the group of star students studied by Dr. Van Dyke and Professor Foster. Other influences also modify the results; but even after all possible allowance is made, there remains an invincible margin of efficiency and success in favor of the educated, which "one must credit to education or do violence to common sense in interpretation of the undisputed facts."

EDUCATION AND INCOME.

Is an education worth anything in dollars and cents? Does it increase one's earning capacity? If so, how much?

Prior to 1914 it was easy to give definite answers to these questions. Many impartial investigations into the relation between education and income had been made, and their results all pointed strikingly to the greatly increased earning capacity of the educated over the uneducated. As expressed by Foster:* "It seems that men do not differ much below the shoulders; with that part of their anatomy they gain about the same wages per day in the unsentimental world of business; what they become from the shoulders up makes the difference."

The imperative demands of four years of World War for material and labor, however,—especially for labor—have temporarily lowered the money value of an education. Old ratios have been overturned. But with the passing of the emergency, the coming of peace, and the task of rebuilding a world, former normal values have already begun to re-establish themselves. The demand for trained, schooled, educated leadership in all walks of life will become more insistent than ever. Although, therefore, earlier conclusions as to education and income need at present considerable adjustment and revision, these conclusions are fundamentally sound and will continue to hold good with steadily increasing force.

These conclusions have been obtained in two ways. In one, the investigators went into the factories, business houses, and other enterprises and found out the amount of schooling the successful employees in the various grades of work had had. In the other, the investigators followed out into life the graduates of certain schools to see what kinds of work they went into, what records they made, and what salaries they drew from year to year. "The salary paid to an individual because of certain educational qualifications possessed by him represents not only the financial value of that education to him, but also in a general way represents the financial value which the community places upon the service made possible by that education."

*"Should Students Study," page 616.

Dodge's Study.

One of the earliest of these studies was made by Mr. James M. Dodge, one of the prominent manufacturers of America and former president of the American Society of Mechanical Engineers. Mr. Dodge calculated the financial value of different grades of education by comparing the earning capacities of common laborers, shop-apprentice trained men, trade-school graduates, and technical-school graduates who were employed in the several large factories under his observation.

His conclusion is, in brief, that four years' training at a technical school makes a man, by the time he is 32, four times as valuable as the laborer, approximately three times as valuable as the shop-trained apprentice, and 72 per cent. more valuable than the trade-school graduate—surely a good return for four years spent in preparation.

Mr. Dodge found that even in the lowest grades of factory work the uneducated laborer was often unsuccessful. Only 35 per cent. of the unskilled remained in the factory even in unskilled work; 5 per cent. went somewhat higher; while 40 per cent. had to be dismissed; and 20 per cent. left of their own accord for one cause or another.

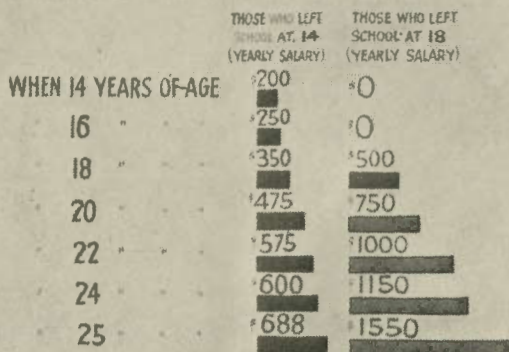
It has been objected to this study that the factories under Mr. Dodge's supervision were not typical ones, but that in them a value was placed upon education above that allowed in other factories. That this is not true is shown by the fact that the salaries reported for the trade-school graduates in the Dodge factories are actually lower than those received in various other factories by the graduates of three widely separated trade schools reported by O'Leary."

Factory Workers' Salaries and Education in Massachusetts.

The Massachusetts Committee on Industrial Education made a study of 799 workers who had left school at either 14 or 18 years of age, and traced the actual average salaries received by these workers from year to year. They found that boys who had remained four years longer in school in order to take a technical course soon caught up in salary with their brothers who stopped at 14, and went ahead of them so rapidly that by the time they were 22 years old the sum of the four years' salary of the better-educated boys was equal to that of the eight years' salary of those who had quit school at 14. At the

WHAT FOUR YEARS IN SCHOOL PAID

WAGES OF TWO GROUPS BROOKLYN CITIZENS



TOTAL SALARY 11 YEARS \$112.50

TOTAL SALARY 7 YEARS \$7337.50

NOTICE THAT AT 25 YEARS OF AGE THE BETTER EDUCATED BOYS ARE RECEIVING \$900 PER YEAR. MORE SALARY. AND HAVE ALREADY, IN 7 YEARS, RECEIVED \$2250 MORE THAN THE BOYS WHO LEFT SCHOOL AT 14 YEARS HAVE RECEIVED FOR ELEVEN YEARS' WORK.

IT PAYS TO CONTINUE YOUR STUDIES

FIGURE 4.

Copied from page 28, "The Money Value of Education."

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

HERE IS THE PROOF:

UNEDUCATED LABORERS EARN ON THE
AVERAGE \$500 PER YEAR FOR FORTY
YEARS, A TOTAL OF \$20,000

HIGH-SCHOOL GRADUATES EARN ON
THE AVERAGE \$1000 PER YEAR FOR
FORTY YEARS, A TOTAL OF \$40,000

THIS EDUCATION REQUIRED 12 YEARS
OF SCHOOL OF 180 DAYS EACH, A TOTAL
OF 2160 DAYS IN SCHOOL.

IF 2160 DAYS AT SCHOOL ADD \$20,000
TO THE INCOME FOR LIFE, THEN EACH DAY
AT SCHOOL ADDS \$9.02.

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

THE CHILD THAT STAYS OUT OF SCHOOL
TO EARN LESS THAN \$9.00 A DAY IS
LOSING MONEY, NOT MAKING MONEY

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

FIGURE 5.

Copied from page 32, "The Money Value of Education."

age of 25 the boys who had taken four years' extra schooling were on the average getting \$900 per year more than those who left school at 14.

From the twenty-fifth year on, the boys who had quit school at 14 would secure practically no promotion, whereas, those who had remained in school till 18, and had therefore entered the higher-grade industries and positions, would continue to receive promotion and increase in salary for many years.

If, however, it is assumed that each boy continues for the remainder of his normal working life to receive the same salary that he was paid at 25 years of age, the boy who quit school at 14 would receive a total life income of \$26,667, while the boy that remained till 18 would receive \$58,900. It thus appears that four years of technical education, from 14 to 18 years of age, more than doubles the earning capacity of the average Massachusetts boy engaged in industry and richly repays both him and the State for the time and money devoted to his education.

Each Day at School Worth Nine Dollars.

In 1908 a study was made of the graduates of the commercial department of the Springfield, Mass., High School from the first class of 1900 to that of 1907. In 1909 a committee of the Brooklyn Teachers' Association investigated the salaries of the children who left school at 14 years of age and those of the children who remained until they were 18 years old.

These two studies represent a fair average of what may be expected as a result of a good school system. The life expectancy of the average high school boy is more than 40 years. His average annual salary is \$1,000, and the increase above \$1,000 in salary in later years will more than compensate for the first few years in which the salary is below this figure. If we take this average annual salary of \$1,000 for a period of 40 years and compare it with the illiterate laborer's salary of \$500 per year for the same length of time, we can see how richly the child and the community are repaid for each day the child attends school.

\$1,000 for 40 years equals.....	\$40,000
500 for 40 years equals.....	20,000
Difference	<hr/> \$20,000

Twelve years of 180 days each, or a total of 2,160 days of school, bring the child, therefore, an added life income of \$20,000, or a return of between nine and ten dollars for each day spent in school.

Education and Farm Income in New York.

Warren and Livermore, of Cornell, made a study of 1,303 farmers in four townships of Tompkins county, N. Y. They found that no college graduate had been reduced to the position of a renter, and that only 17 per cent. of the renters had more than the district school education. The average labor income was as follows:

	Per Year.
Of 1,007 with district school education.....	\$318
Of 280 with high school education.....	622
Of 16 with college education.....	847

Of those with high school education, 20 per cent. were making over \$1,000 per year, while only 5 per cent. of those with district school education were making that much.

Education and the Missouri Farmer.

In 1912 the Missouri College of Agriculture conducted a survey of 656 farms in Johnson county, Mo. Of these farmers, 554 had only a district school education, while 102 had received more than that. It was found that the better educated farmers operated 33 per cent. more land and owned four-fifths of the land they operated, as against three-fifths owned by those with only district school education; they kept one-sixth more stock, worked 14 per cent. more land per workman, and earned 71 per cent. more clear labor income per year. Prof. O. R. Johnson, in concluding his report of this survey, says:

"While other factors may have played some part in his greater earning capacity, yet from a careful study of the organization of his business it appears that education must have played a very large part in his greater earning ability."

To sum up: Any one of these many studies may not be conclusive, but when all of them point so clearly and without exception to the greatly superior earning power of the educated, the conclusion is irresistible. There undoubtedly exists a close causal connection

THE STATE THAT FAILS TO EDUCATE



**"THE EDUCATED MIND IS THE GREAT-
EST PRODUCING AGENCY IN THE WORLD.
WITHOUT WHICH FERTILE SOIL, TIMBERED LAND
AND MINERAL DEPOSITS ARE BUT SO MUCH
USELESS MATERIAL."**



**"THE STATE THAT FAILS TO EDUCATE DOOMS
ITS CHILDREN TO INDUSTRIAL SUBJUGATION
BY THOSE FROM STATES THAT EDUCATE. MORE
THAN ONCE HAVE NATIVES LOST THEIR LAND
FROM LACK OF EDUCATION."**

**SHALL WE PREPARE OUR CHILDREN TO
HOLD THIS LAND?**

FIGURE 6.

Copied from page 45, "The Money Value of Education."

between education and wealth. The schools, with all their faults, are giving their pupils a greater earning power than even the strongest advocate of education had claimed. It is a fundamental law of men and nations that earning capacity is based on education. It had long been known that only through a thorough system of public school and colleges can a State or a nation be sure of an adequate supply of thinking citizens. It now also appears that the more a man or a State spends on education, the more that man or that State can earn. Knowledge is not merely power; it is money.

SOUTH CAROLINA'S SCALE: SIXTY-SIX AND TWO-THIRDS PER CENT.

Our educational system, from elementary schools through university, has made gratifying progress in the last few decades, but is still greatly impoverished, and hence inadequate.

Comparison offers the only just basis for judgment, the double comparison, not only with our own record, but also with that of the other States. The temptation is strong simply to compare our present with our past, and to be satisfied with the progress indicated. But we do not know anything well until we know what is on each side of it. The real truth lies where the line of past performance crosses that of present standing. We must, therefore, compare our school system with the systems of our sister States. We thus learn not only what we are doing in education, but what we are leaving undone—and ought to do.

The fundamental points of comparison are six: public school expenses per inhabitant; expenses per pupil; salaries of teachers; length of school term; school attendance; illiteracy.

Public School Expenses Per Inhabitant.

The following table indicates the development and the relative standing of the public school system of South Carolina, as shown by the report of the United States Commissioner of Education for 1916:

	Expended Per Capita of Total Population.					
	1870	1880	1890	1900	1910	1914
The United States.....	1.75	1.56	2.24	2.84	4.64	5.62
South Atlantic Division....	.63	.68	.99	1.24	2.20	2.79
Florida .....	.66	.43	1.32	1.45	2.36	3.27
Georgia .....	.24	.31	.65	.89	1.70	1.98
South Carolina .....	.38	.33	.39	.67	1.29	1.83

The expenditures of South Carolina per inhabitant are one-third as large as the average of the United States and two-thirds as large as that of the South Atlantic States.

Expenses Per Pupil.

	Annual Expenses Per Capita of Average Attendance.	
	For Salaries Only.	Total Expense.
The United States.....	\$ 22.76	\$ 39.04
South Atlantic Division.....	12.35	18.91
Florida	12.99	21.88
Georgia	10.36	13.70
South Carolina	8.38	11.17

The expenditure of South Carolina per pupil is 29 per cent. as large as the average of the United States and 59 per cent. as large as the average of the South Atlantic States.

Salaries of Teachers.

	Average Monthly Salary.	Average Annual Salary.
The United States	\$ 66.07	\$ 524.60
South Atlantic Division	49.16	328.88
Florida	53.17	327.00
Georgia	43.68	305.76
South Carolina	52.34	273.14

The average monthly salary of teachers in South Carolina is 79 per cent. of the average of the United States and 106 per cent. of the average for the South Atlantic States, which would seem very creditable; but the average annual salary of teachers in South Carolina is only 52 per cent. of the average of the United States and only 83 per cent. of the average of the South Atlantic States. That means that the school term in South Carolina is shorter and the teachers have to work at other employment a large part of the year.

Length of School Term.

	Average Days Attended by Each Pupil, 1914.
The United States	117.8
South Atlantic Division	90.0
Florida	87.8
Georgia	91.4
South Carolina	68.8

It is manifest that the children of South Carolina are not enjoying equal school opportunities with the children of other States.

School Attendance.

	Number Attending Daily for Each 100 Enrolled, 1914.
The United States	74.2
South Atlantic Division	67.2
Florida	71.4
Georgia	65.3
South Carolina	66.1

The record for school attendance makes the best comparative showing thus far, proving that the people take advantage of the opportunities they have.

Illiteracy.

PERCENTAGE OF ILLITERACY, CENSUS OF 1910.

	Adults and Children 10 Years and Over.		
	Both Races.	White.	Negro.
United States	7.7	5	30.4
South Atlantic Division	16.	8	32.5
Florida	13.8	5.5	25.5
Virginia	15.2	8.2	30
North Carolina	18.5	12.3	31.9
Georgia	20.7	7.8	36.5
Mississippi	22.4	5.2	35.6
Alabama	22.9	9.9	40.1
South Carolina	25.7	10.3	38.7
Louisiana	29.	14.1	48.4

From this table it is clear that our illiteracy is excessive in South Carolina. Both races considered, we stand second in the number of illiterate children and second in the total number of illiterates in proportion to the entire population, having an illiteracy of 25.7 per cent. as against 29.0 per cent. in Louisiana. In the matter of negro illiteracy, we stand third, with 38.7 per cent. against 40.1 in Alabama, 48.4 in Louisiana, and the average of 33.3 for the sixteen Southern States collectively. In white illiteracy we stand third, showing 10.3 per cent. as against 12.3 for North Carolina, 14.1 for Louisiana, and 7.7 for the sixteen Southern States.

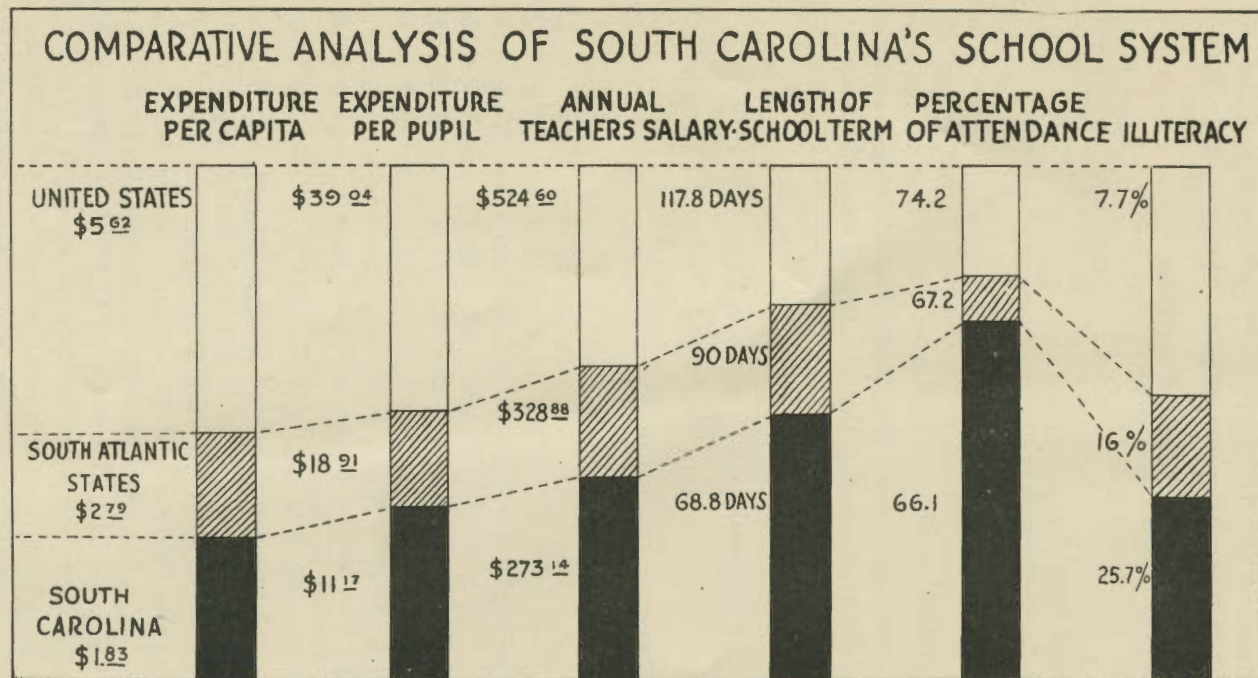


FIGURE 7.

TABLE SHOWING LITERACY AMONG THE VOTERS OF THE STATE.*

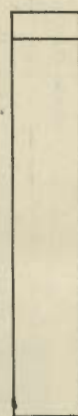
COUNTY.	Total Enrolled for County 1914.	Total Number Making Mark 1914.	Percentage Making Mark 1914.	Total Enrolled for County 1916.	Total Number Making Mark 1916.	Percentage Making Mark 1916.
Abbeville	2,707	357	13.2			
Aiken	4,533	1,011	22.3			
Anderson	8,400	1,902	22.6			
Bamberg	1,438	168	11.7	1,533	165	10.8
Barnwell	2,553	396	15.5	2,673	346	12.9
Beaufort	762	54	7.1	789	36	4.0
Berkeley						
Calhoun	1,021	102	10.0	1,046	86	8.2
Charleston						
Cherokee	3,486	1,023	29.3	3,080	754	24.5
Chester	2,309	398	17.2	2,410	345	14.3
Chesterfield				3,863	1,091	28.2
Clarendon	2,154	380	17.6	2,156	371	17.2
Colleton				3,060	439	14.3
Darlington	3,477	720	20.7	3,500	627	25.8
Dillon	2,362	557	23.6	2,429	271	15.2
Dorchester	1,833	332	18.1	1,783	271	15.2
Edgefield	2,237	182	8.1	1,722	155	9.0
Fairfield						
Florence	4,523	915	20.2	4,418	804	18.2
Georgetown	1,651	338	20.5	1,668	337	20.2
Greenville				10,825	2,362	21.8
Greenwood				3,238	338	10.4
Hampton	1,806	350	19.4			
Horry				4,260	886	20.8
Jasper	555	107	19.3	583	75	12.9
Kershaw	2,586	645	24.9			
Lancaster	2,990	752	25.2			
Laurens	4,519	563	12.5	4,395	760	17.3
Lee						
Lexington	4,713	863	18.3	4,805	829	17.3
Marion	2,145	480	22.4	2,154	365	16.9
Marlboro	2,620	720	27.5	2,670	677	25.4
Newberry	3,343	445	13.3	3,476	455	13.1
Oconee		907				
Orangeburg				4,870	697	14.3
Pickens	3,976	1,050	26.4	4,211	957	23.0
Richland	6,858	841	12.3	6,872	763	11.1
Saluda	2,304	376	16.3	2,220	320	14.4
Spartanburg	11,144	2,789	25.0	11,216	2,792	24.9
Sumter	2,561	354	13.8			
Union	3,343	645	19.3			
Williamsburg	2,426	514	21.2	2,488	419	16.8
York	4,554	1,015	22.3	4,715	914	19.4
Totals reported	107,894	22,251	20.6	109,128	19,878	18.2

*From Report of State Superintendent of Education.

FIVE YEARS OF LEGISLATIVE APPROPRIATION IN SOUTH CAROLINA NON EDUCATIONAL APPROPRIATIONS EDUCATIONAL APPROPRIATIONS

CUT \$243,493

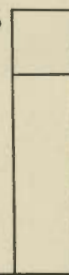
2.4%



ASKED \$10,034,423

GRANTED \$9,790,930

CUT \$923,536
19.6%



ASKED \$4,699,619

GRANTED \$3,776,083

NON EDUCATIONAL CUT = 2.4% EDUCATIONAL CUT = 19.6%

THE CUT IN EDUCATION IS PROPORTIONATELY EIGHT TIMES THE CUT IN ALL OTHER CAUSES

FIGURE 8.

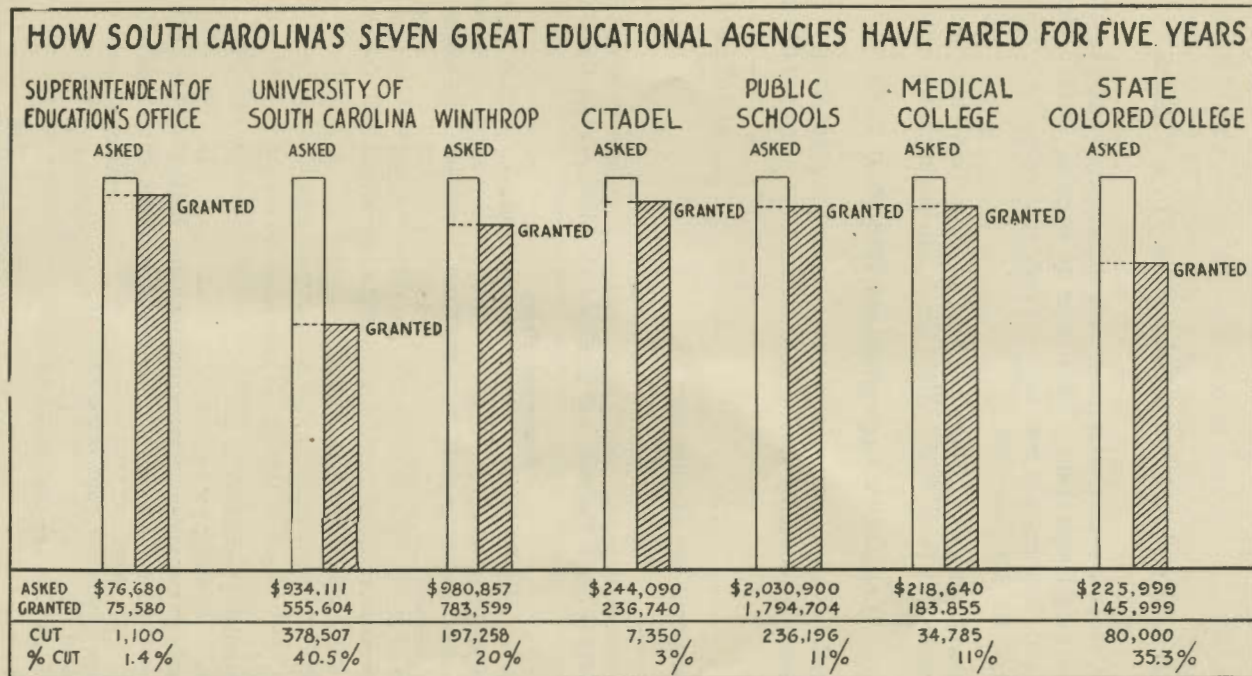


FIGURE 9.

Clemson is omitted because it does not derive its support
from direct legislative appropriation.

THE APPROPRIATION BILL FOR FIVE YEARS.

South Carolina is fairly familiar with these facts* and likewise vastly dissatisfied with them. They offer no stopping place. They seem the end; but they are not; they are only the beginning. There is something on the other side.

A first hand analysis of South Carolina's appropriation bill for the last five years (1914 to 1918) yields much interesting information.

Legislative Appropriations 1914-1918.

Total asked for all purposes.....	\$14,734,043.10
Total granted for all purposes.....	13,567,013.99
Cut	\$1,167,029.11
Percentage cut for all purposes, 7.9.	

*The following interesting table giving comparative statistics of white and negro schools in South Carolina was furnished by Superintendent Swearingen:

Statistical Facts.			
	White.	Negro.	Both Races.
Number of public schools.....	2,432	2,487	4,919
Value of public schools property.....	\$8,072,000	\$856,000	\$8,928,000
Number of teachers.....	5,603	3,077	8,680
Enrollment	195,112	212,828	407,940
Average attendance	127,256	141,004	268,260
Average length of session in days (towns)	172	110	136
Average length of session in days (country)	130	64	67
Average attendance per school.....	52	57	
Average pupils attending per teacher.....	23	46	
Total expenditure for school purposes.....	\$3,484,000	\$403,000	\$3,887,000
Teachers' salaries	2,214,000	356,000	2,570,000
Average teacher's salary per year.....	395	116	
Average expenditure per pupil based on enrollment	17.86	1.89	9.53
Average expenditure per pupil based on attendance	27.38	2.86	14.49

Total asked for other than educational purposes. . . . \$10,034,423.55
 Total granted for other than educational purposes. . . . 9,790,930.93

Cut \$ 243,492.62

Percentage non-educational cut, 2.4.

Total asked for educational purposes. 4,699,619.55
 Total granted for educational purposes. 3,776,083.06

Cut \$ 923,536.49

Percentage educational cut, 19.6.

In detail the State's seven great educational agencies have fared as follows for the last five years:

Total.	Superintendent of Education.	University of South Carolina.	Winthrop.	Citadel.	Public Schools.	Medical College.	State Colored College.
Asked	76,680	934,111.77	980,857.99	244,090	2,030,900	218,640	225,999.79
Granted	75,580	555,604.82	783,599.54	236,740	1,794,704	183,855	145,999.79
Cut	1,100	378,506.95	197,258.45	7,350	236,196	34,785	80,000.00
Percentage Cut. . . .	1.4	40.5	20	3	11	11	35.3

The unfortunate feature of the situation as revealed by these figures is that the largest cut comes where the State can least afford to cut; that is, in its educational causes. Thus, the cut in non-educational causes averages 2.4 per cent., \$243,492.62 out of \$10,034,423.55 asked for. The cut in educational causes averages 19.6 per cent., \$923,536.49 out of \$4,699,619.55 asked for, eight times the non-educational cut.

The explanation of this one-dollar-in-five educational cut is this: Each year the Legislature is confronted with requests for appropriations for all causes which, if granted, would run the State tax levy up beyond the danger point. Somewhere a cut seems necessary. Most of the non-educational needs are already at an irreducible mini-

*Clemson is omitted because it does not derive its support from direct legislative appropriation.

mum They are in the nature of "fixed charges," essential expenses of running the State Government and State Departments. The only place for the axe to fall is the educational budget. And there the axe falls, cutting off one dollar in every five.

The tragedy of the situation is that South Carolina thus suffers most where the need is greatest and the possibility brightest. It is upon her educational system that South Carolina must rely to furnish the forward impetus toward progress, wealth, enlightenment, and a destiny worthy of her great past and of her future promise.

And in all respects her educational system, her chief reliance, is half starved for lack of money.* And it lacks money because there isn't enough to go round, and education gets what is left. In all seriousness—

Old Mother Hubbard goes to the cupboard
To get her poor dog a bone;
But when she gets there, the cupboard is bare
And so the poor dog gets none.

The plain, unvarnished truth is that the whole educational machine of the State, from kindergarten through University, is pathetically

*Take the State University as an example. It suffers most. Twenty per cent. is the average educational cut, but the University's average cut is 40 per cent.—\$2.00 out of \$5.00.

That is a terrific handicap. It is doubtful if any other State University fares similarly. Furthermore, South Carolina is one of five States which do not grant free tuition at their universities. The other four are Vermont, North Carolina, Ohio, and South Dakota. Again, comparison shows that of the nine Southern State universities, the University of South Carolina receives least or next to least. Most significantly of all, the average cost per student educated is around \$300 for the nine Southern universities, but at the U. S. C. the cost is \$200—one-third less than the average. This means two things: First, that the U. S. C. is being conducted with surpassing economy; secondly, that it receives two-thirds of what it should from the State. (Last year U. S. C., \$130,179; Texas, \$963,000; Virginia, Georgia, North Carolina, Tennessee, all over \$300,00.) In fact, the history of the University for thirty years has been one long valiant struggle to render the highest service in spite of discouragement and inadequate support. How nobly it has achieved, is becoming increasingly known. Its progress reminds one forcibly of Dr. Sam Johnson's famous broadside: "Sir, a woman's preaching is like a dog's walking on its hind legs. The astonishing thing is not that it isn't done well, but that it is done at all."

underpowered and undermanned, and therefore, in spite of the brain-sweat and the heart-sweat of the educational workers, inadequate. As a result, the sovereign State of South Carolina is struggling along heroically at the rear of the great forward procession of sister States, with the Palmetto Flag flying over more mental darkness and ignorance to the square inch than exists in any other State in the Union, save one.

The sole, single, but sufficient reason for it all is lack of money.

Does that statement sound so obvious as to seem an anticlimax? It is not. It is the ultimate problem, the bed-rock cause of all our troubles. Education is our greatest task,—on the surface, above ground, so to speak. But there is something more fundamental and far-reaching back of it and beneath it, else education would have ceased to be a problem long ago. For the State is thoroughly awake educationally. It is pathetically eager for education, for all the education it can get, and more, too. Then, why don't we get along faster? Why do we maintain our 47th-from-the-top and next-to-the-bottom position as if it were our birthright, an act of the public enemy or of God, from which there is no recourse?

Surely the time has come to quit mincing matters and face the issue squarely. Let it be repeated and underscored in red: The only remedy for what ails South Carolina is more money. Never will she realize her splendid possibilities till her income as a State is large enough for her needs. There is no room for argument on this point.

If this is true—and it is—we cannot take another step without running into the stone wall of taxation, the most vexatious question of organized society. If ever light and leadership were needed, they are needed here—the calm, white light of truth and the unselfish leadership of reason. There is probably more confusion, more lack of information, and more misinformation on the subject of taxes in South Carolina than on any other ten subjects.

THE STONE WALL.

As to taxes, enlightenment is needed in two directions: first, general enlightenment on what may be called the underlying philosophy of taxation; and, secondly, exact, honest information as to the burden of taxation in South Carolina as compared to that in other States.

In general, the first trouble is that when we think of taxes at all we think in terms of our own backyards. We have long since come to consider low taxes a blessing and high taxes a curse. We think of taxes in terms of selfishness, and selfish thinking is never to be trusted. We haven't grace and far-sightedness to realize the magnificent purposes of taxation.

Taxes, and taxes alone, make possible the great public welfare movements of organized society, the very services, in fact, for rendering which the State exists.

The greatest benefactions in South Carolina are the achievements due wholly to taxation:

Good government.

Protection of person and property.

Conservation of health and sanitation.

Providing social necessities.

Development and conservation of natural resources.

Promoting the general economic welfare of the laboring classes.

Highways, roads and bridges.

Caring for the dependent and defective.

Restraining and punishing the delinquent.

Promoting education, research, literature and art.

Providing for recreation; parks for the poor and playgrounds for the children.

Whether these services are good, bad or indifferent depends wholly on how we support them. We get what we pay for; high taxes, high-grade service; low taxes, low-grade service. The State simply collects and invests our money for us.

Low taxes are not economical, but merely stupid. They mean stingy, niggardly support of all State enterprises, and hence scrawny efficiency and half-starved success in all that the State is doing for

us; but we don't see it at all. "Low taxes" has such an appealing sound that we can't recognize it for what it is, the most plausible of all forms of self-deception, striking at the heart of everything we should cherish in South Carolina,—the chance of the children, the welfare of the weak, and the common good of all.

In particular, the second trouble is that people actually do not know how taxes in South Carolina compare with taxes elsewhere. They do know that there are grave defects and serious inequalities in our tax system. They feel vaguely but strongly that something is wrong somewhere. They pay taxes with something between a groan and a sigh, and are always ready to believe taxes are excessive and should be reduced.

There are right ways of getting at the facts about taxes, but the wrong way is the obvious way, indeed, the only way open to most people. This is to judge by the actual mill levy called for in the appropriation bill. But the mill levy, the single standard of judgment, is only half the story. The other half is the basis on which property is returned for taxation, the percentage of its estimated true value. For the actual tax amount is a compound figure, the ratio or product of multiplying the return value of property by the mill levy. The problem is thus exactly like that of obtaining the acreage of a field: the length must be multiplied by the breadth. It is just as reasonable to try to get at the size of a piece of land when its breadth alone is known, as to compare taxes by the mill levy alone. A man's farm is a quarter of a mile wide. How many acres does he own? His tax levy is nine mills. Is he paying too much taxes?

In this matter of the percentage of value at which property is returned, the 48 States vary astonishingly, running all the way from 100 per cent. in twelve States down to 20 per cent. in Nebraska and Iowa, the two lowest, and 25 per cent. in South Carolina, the third from the lowest. For example, both real and personal property in South Dakota is returned at 75 per cent. of its true value. In South Carolina it is returned at 25 per cent., one-third as much. Thus a nine-mill levy in South Carolina is exactly equivalent to a three mill levy in South Dakota. Ohio is one of the twelve 100 per cent. States. Thus a four-mill levy in Ohio is equivalent to a 20 mill levy in Nebraska and a 16-mill levy in South Carolina.

Here is an actual instance of how easy it is to make mistakes. It is taken from a recent editorial in a South Carolina newspaper which

always takes a very intelligent and advanced position on the tax question. This particular editorial was comparing taxes in Georgia and South Carolina, and remarks, in part: "If our tax levy is $3\frac{1}{4}$ mills higher this year than the levy of Georgia, we have many permanent improvements to show for it"—and goes on to name the improvements and to justify the 3-mill higher levy in South Carolina. The point is, however, that as a matter of fact taxes in South Carolina are not higher than in Georgia, though our mill levy is. For note: Property in Georgia is returned at 40 per cent. of its true value, and in South Carolina at 25 per cent. Therefore, an eight-mill levy in South Carolina is exactly equal to a five-mill levy in Georgia. Five mills on 40 per cent. valuation equals 200; eight mills on 25 per cent. valuation equals 200.

It is distinctly unfortunate that property is returned so low in South Carolina, for it necessitates an extremely high mill levy to produce revenue. Our tax system is thus like a low-g geared engine, which puffs very fast and rattles very loud, but which doesn't deliver enough steam to do more than keep the whistle blowing.

What is the right way to get at the truth about taxes? What are the actual, cold facts? Do we pay more than the other States or not? Are taxes too high?

Here is the answer. Take the total amount raised by taxation for all State purposes. Divide that sum by the total population, and you have the per capita cost of government. This per capita cost of government in South Carolina is within one cent of the lowest per capita cost in America. The average for the United States is \$5.04; the average for the South Atlantic States is \$3.25; the average for South Carolina is \$2.05. That is, we pay less than one-half of the average for the United States and less than two-thirds of the average for the South Atlantic group. Of the 100,000,000 people living in the United States the million and a half living in South Carolina pay next to least and lowest of all.*

That is the unmistakable, ultimate fact established by the Census Bureau's latest publication—Financial Statistics of States, 1917.†

If more evidence is needed, here it is:

In an earlier Census publication,‡ issued in 1915, which contains

*North Carolina pays \$2.04 per capita.

†Table III, page 33.

‡"Assessed Valuation of Property and Amounts and Rates of Levy 1860-1912," page 41.

SOUTH CAROLINA HAS THE CHEAPEST STATE GOVERNMENT IN AMERICA

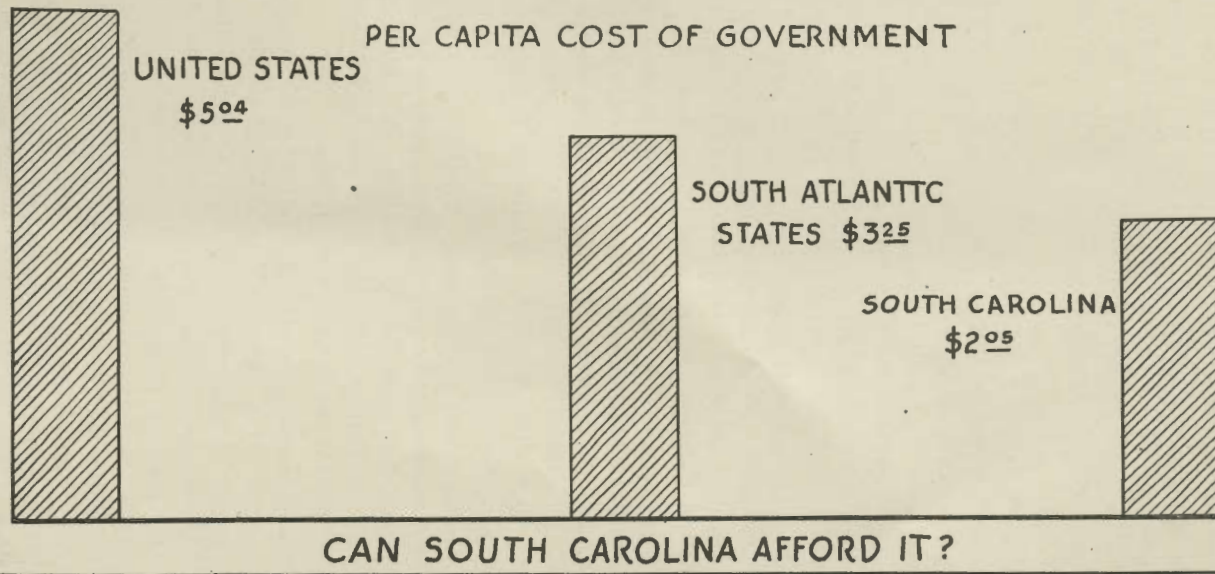


FIGURE 10.

comparative tax figures from 1860 to 1912, it is shown that during the last census period the per capita tax levy of *ad valorem* taxes in South Carolina (\$4.39) was within six cents of the lowest in the United States, less than one-third the average for the United States (\$13.91) and less than two-thirds the average for the South Atlantic group (\$7.15).

Furthermore, as to the rate of tax increase, during the last census period, taxes rose less rapidly by 5 per cent. in South Carolina than the average for the South Atlantic group. We were behind ten years ago, and we are a little further behind now. Our levy today is about what the South Atlantic average was ten years ago—and that, too, in spite of the fact that the cost of living has more than doubled in the last decade, not only for people, but for States as well.

We have the cheapest government in America. It's a case of too little, not too much. We've been treating the patient for over-eating and have been cutting down on his diet, when all along he was suffering from plain, old-fashioned starvation.

There is no reason to be surprised or disappointed at the results we are getting in education and otherwise. We are getting more for our money than we deserve. The citizens of the United States pay \$5.04 each into their State treasury for the common good of all. And they get what they pay for. We, in South Carolina, pay \$2.05 each. And we get what we pay for.

South Carolina isn't a rich State. Neither is she a poor State. She must not continue to be a stingy State—even to herself.

This analysis does not solve the problem. It merely removes the difficulty one step further back; but it is a step in the right direction, and one that goes to the heart of the situation.

It is impossible now to say what solution of the tax question will finally be found, what means will be adopted to give the State a fairer chance for development. Perhaps the answer lies in a Constitutional Convention. Once, however, let the idea be driven home to the people that the chief cause of our trouble is undertaxation rather than overtaxation, and most of the work will have been done; the practical means will be found. The IDEA is the thing. Truth is irresistible. Honest knowledge is a cure for all things.

It would be the greatest of consummations if the puzzled mind and the hesitating will of the State could be led into the clear light of knowledge and understanding on this point. Achievement may be

nearer than is thought. A new spirit is already abroad. The great governmental and humane appeals of the World War have stirred and united the people as nothing else could do, and have set in motion spiritual forces and those of the mightiest. A growing impatience is manifesting itself with all that is petty and trivial and base. In their stead is coming forth a high idealism and nobility of purpose. On our entrance into the war, the cycle of State and Nation was "Out of weakness, strength." Now it is in increasing measure "Out of strength—sweetness, sanity, light."

"The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky,
No higher than the soul is high."